

Teacher(s): Johnson

Subject: World History

Week of: Oct 16 – 20, 2017

Week: 11

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC. e. Explain the origins and diffusion of Christianity in the Roman world.	Do Now: Guided Instruction (<i>We do</i>)- Did Christianity begin during the Greek or Roman eras? Opening: Focused Instruction (<i>I do</i>)- Explain work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- Complete Guided Notetaking 6-3 “The Rise of Christianity “, parts A and B Closing: Guided Instruction (<i>We do</i>)- Which Caesar adopted Christianity in the Roman Empire? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Guided notetaking 	Formative: Teacher Observation Q&A Guided notetaking
	Purpose: To provide the students reinforcement through the use of guided note taking on the spread of Christianity in Roman world			Summative:
Tues	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC. e. Explain the origins and diffusion of Christianity in the Roman world.	Do Now: Guided Instruction (<i>We do</i>)- What religion was Jesus? Opening: Focused Instruction (<i>I do</i>)- explain work session; assist as needed Work Session: Collaborative Learning (<i>You do together</i>)- in pairs, using the Nystrom Atlas complete the activity sheets associated with the maps and information Closing: Guided Instruction (<i>We do</i>)- Who was Paul? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Atlas activity sheet 	Formative: Teacher Observation Q&A Activity sheets
	Purpose: To provide the students reinforcement through the use of map activities on the spread of Christianity in Roman world			Summative:
Weds	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC. f. Analyze the factors that led to the collapse of the Western Roman Empire.	<p style="text-align: center;">SUBSTITUTE: MS GRIFFIN</p> Do Now: Guided Instruction (<i>We do</i>)- How many causes were there for Western Rome’s collapse? Opening: Focused Instruction (<i>I do</i>)- substitute explains work session requirements Work Session: Independent Learning (<i>You do alone</i>)- Complete Guided Notetaking 6-4 “The Fall of the Roman Empire”, parts A and B Closing: Guided Instruction (<i>We do</i>)- Who was Atilla? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Guided notetaking 	Formative: Teacher Observation Q&A Guided notetaking
	Purpose: To provide the students reinforcement through the use of guided note taking on the collapse of the Western Roman Empire			Summative:

Thurs	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC. f. Analyze the factors that led to the collapse of the Western Roman Empire.	Do Now: Guided Instruction (We do)- Which empire lasted longer than the Western Roman Empire? Where was its capital? Opening: Focused Instruction (I do)- Explain work session requirements; assist as needed Work Session: Collaborative Learning (You do together)- in pairs, using the Nystrom Atlas complete the activity sheets associated with the maps and information Closing: Guided Instruction (We do)- Which group began to push barbarian groups to the west? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Atlas activity sheet 	Formative: Teacher Observation Q&A Activity sheets
	Purpose: To provide the students reinforcement through the use of map activities on the collapse of Western Roman Empire			Summative:
Fri	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC.	Do Now: Guided Instruction (We do)- Which civilization had more impact on us today – Greek or Roman Opening: Focused Instruction (I do)- We will begin review of all of the material we have worked on under WH 3 to prepare for a quiz next week Work Session: Guided Instruction (We do)- Each question and answer will be discussed for accuracy, plus taking test taking strategies into account. Closing: Guided Instruction (We do)- Which area, to this point, do you feel the need to spend more time studying at home? Home Learning: Study in preparation for quiz next week	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: To provide the students the opportunity to verify the results of their textbook and atlas work in preparation for a quiz next week			Summative: